INNOVATIVE SOLUTIONS NEEDED ... AS NEVER BEFORE

Illinois Council on Continuing Higher Education (ICCHE)
Association for Continuing Higher Education (ACHE)
February 11, 2010

Laurance J. Warford
League for Innovation in the Community College

Weather

City Excitement

Why I love to come to Chicago in February

See Colleagues

Shopping on Magnificent Mile

Great Lakes Region

WI
MI
IL
IN
OH
ON
What is your place of employment?

- Public University
- Community College
- Private University
- Other

Decade of Disasters

- Y2K
- 9/11
- War in Iraq
- War on Terrorism
- Economic Recession
- Political Climate/Change
- High Unemployment
- Wealth Decrease
- Housing Market Drop

Which presents the greatest challenge to education?

- 9/11
- Economic Recession
- Wars
- Political Leadership
The events of the decade had a negative impact on continuing higher education.

Strongly Agree
Agree
Disagree
Strongly Disagree

• Ten World “Flatteners”
• Convergence
• Quiet Crisis

Fall of Berlin Wall
Internet

According to Friedman, what was the first “world flattener”?

Uploading
Out-sourcing
What has had the most impact on the world?

Fall of Berlin Wall

Internet

Uploading

Out-sourcing

A Digital Society

...with ubiquitous access to:

- web
- cell phones
- photo image capability
- in-car global positioning systems
- digital streaming
- wireless connectivity
- plasma TVs

CHANGE IS CONSTANT – REQUIRING NEW ROLES FOR EDUCATION

Rapid Change

- If you wear a digital watch, you are wearing more computing power than existed in the entire world before 1961.

- A 2000 Ford Taurus had more computing power than the multimillion dollar NASA mainframe computers used in the 1970s Apollo space program.

Which countries have seen the level of education in their workforce drop in the last decade?

- Germany & Russia
- China & India
- U.S. & Germany
- Russia & U.S.

Out of 100 9th graders in U.S. how many will graduate with their class?

- 55
- 65
- 75
- 85

Out of every 100 ninth graders....
Approximately 65 will graduate from high school

Approximately 39 will enter college

Approximately 26 are still enrolled in the sophomore year
Approximately 15 will graduate from college.

The stimulus bill is helping/will help me better serve adults.

Learner Populations

<table>
<thead>
<tr>
<th>Population</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>K-12</td>
<td>42 million</td>
</tr>
<tr>
<td>Higher Ed</td>
<td>16 million</td>
</tr>
<tr>
<td>Adult Learners</td>
<td>90 million</td>
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</table>
Adults in U.S.

- 80-90 million do not have skills to get or advance in family wage jobs.
- 27 million do not have a high school diploma.
- 40% of working adults do not read at high school grade level.
- 9 million unemployed workers do not have knowledge or skills for jobs.
- Basic skills currently enroll 3 million...need to increase to 20 million.
- PLUS catch up, keep up in technology (technical information doubles every 72 hours).

Today’s Workers

- 80% willing to participate in training outside the workplace.
- Majority realize training beyond high school is needed.
- Major obstacles are time, methods, cost.

Today’s Employers

- Demanding better-educated workers
- Feel they have an undertrained workforce
- Most feel government has no responsibility for funding worker training
- Companies that are growing are more likely to offer training.
Most education reform is driven by a belief that the system is badly broken and must be fixed. In fact, the system is quite successful in fulfilling its historical mission of preparing children for an agricultural and industrial economy. It is not broken. It is a well-oiled machine doing the wrong thing.

Paul Houston
Phi Delta Kappan
(June, 2007)

Do you agree with Paul Houston?

Strongly Agree
Agree
Disagree
Strongly Disagree

Do you know and support the concept of LILAs?

Know About, Support
Know About, Don’t Support
Need to Know More
Universal Eligibility

- Pays for direct education costs
- Employee controls account
- Voluntary
- Employer Match
- Employees develop training plan

I support the development of LILAs.

Yes  Unsure  No

Career Pathways – A Lifelong Learning Continuum

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<td>Emerging Workforce</td>
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<tr>
<td>Courses / credit / degrees</td>
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</tr>
<tr>
<td>Homogenous age</td>
<td>Wide variety of life experience / language / etc.</td>
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### Old Paradigm

**School** → **Work** → **Retirement**

### New Paradigm

**LEARNING SWIRL**

- Update Skills
- Job Training
- New Career
- New Certification
- New Employer
- New Education

### Career Pathways – A Lifelong Learning Continuum

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The Career Pathway concept is important and effective for continuing education students.

Strongly Agree
Agree
Disagree
Strongly Disagree

In our CE program we provide a transcript or electronic portfolio for noncredit instruction.

Yes, Both
Yes, Transcript
Yes, Portfolio
No

Transcripts

Traditional Carnegie units – which define “seat time” – don’t tell employers what they want to know: does a person have the skills to perform the job?

Ideally, transcripts should tell employers and other schools “what the student knows and what the student can do.”

Terry O’Banion, Former President/CEO
League for Innovation in the Community College
Transcripts

This information should be comprehensive and easily accessible – following a student through jobs and schools.

It should be a “lifetime resumé.”

Tony Zeiss, President
Central Piedmont Community College

Strongly Agree
Agree
Disagree
Strongly Disagree

Keeping a record of CE increases value of that learning.

Traditional Limits on Education

Time-Bound
- Class hours
- Semester course
- School year

Place-Bound
- Campus
- Classroom
- Library

Bureaucracy-Bound
- Linear/sequential
- ADA/FTE
- Credit/grade

Role-Bound
- Expert
- Lecture
- Sole judge

New Paradigm for Learning

- Old: “Silos” of learning
- New: “Cyclone” of learning

Learning (old)

<table>
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<tr>
<th>TRANSFER</th>
<th>CAREER</th>
<th>CONTINUING EDUCATION</th>
<th>DEVELOPMENTAL</th>
<th>PERSONAL ENRICHMENT</th>
</tr>
</thead>
</table>

Learning (new)

- On-line Courses
- Telecourses
- Weekend College
- Certification
- Interactive Courses
- SAP
- Business Support Specialist
- 4-year College Articulation
- Northrop Grumman Academies
- Licensure
60/20/20 Change Model

New Programs to keep pace with workplace changes

20%

Core/Traditional Learning, incremental change for continual improvement

20%

Frame Breaking Change

60%

60/20/20 Change Model

For each criterion, rate its degree of importance to your college's mission and goals, and the degree to which you believe it has been implemented across the college. Use 1 as the lowest rating and 5 as the highest.

### Vision and Mission

<table>
<thead>
<tr>
<th>Degree of importance</th>
<th>Vision and Mission</th>
<th>Degree of implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
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</table>

The college's vision and/or mission statement(s) reflect(s) the importance of the continuing education and workforce development function of the institution. 1 2 3 4 5

The college's mission statement places the continuing education/workforce development unit on par with the other instructional units. 1 2 3 4 5

The continuing education/workforce development unit of the college has crafted its own vision/mission statement with input from all levels of staff within the unit. 1 2 3 4 5

### Strategic Planning
### Organization and Administration
### Instructional Programs and Offerings
### Fiscal Affairs: Budget and Finance
### Marketing
### Internal/External Partnerships/Collaboration
Toward Innovative Solutions

- Capacity Building vs. Losing Ground
- Benchmarking: External vs. Insular
- Brokering vs. Competition
- Integrated vs. Peripheral
- Challenge Underlying Assumptions vs. Status Quo
- Strategic Direction vs. Operational
- Sustainable vs. Short-Lived
- Frame Breaking vs. Core Business

National Themes and Trends

Colleges are attempting to blur the lines between credit and continuing education—the silos that have existed need to be re-examined. Degree of importance I place on this.

<table>
<thead>
<tr>
<th>Very High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Very Low</td>
</tr>
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</table>

National Themes and Trends

Adult continuing education is playing a significant role in meeting the demands of record enrollment at a time of fiscal constraints.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>Agree</td>
<td>Disagree</td>
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Colleges are developing learning opportunities for both credit and continuing education as a way to meet demand.

- Agree
- Credit Only
- Only
- Disagree

Colleges are recognizing the need to become more adaptable and flexible.

- Strongly Agree
- Strongly Disagree
- Agree
- Disagree

There is an increasing recognition that college support services (e.g. student advising, financial aid, etc.) need to support credit and continuing education learners.

- Strongly Agree
- Strongly Disagree
- Agree
- Disagree
<table>
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<td><strong>Colleges are seeking ways to apply accountability standards to continuing education.</strong></td>
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<td>Strongly Agree</td>
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<td><strong>Colleges are reconciling the expectation that continuing education is a “profit center” versus meeting the needs of the community is a “break even” point.</strong></td>
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</tr>
<tr>
<td>Disagree</td>
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